



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3437 Jamaica Blvd. So., Lake Havasu City, AZ 86406

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Paula Levensailor Ed.S.
Schedule : 07:00 AM to 03:30 PM
Grades : K-5
2005 Enrollment : 533
Web Address : www.havasu.k12.az.us/jamaica/
Phone Number : (928) 854-8660
Fax Number : (928) 854-8661
E-mail : plevensailor@havasu.k12.az.us

Mission

Jamaica provides a safe and structured environment where children learn. Our programs help students to become well-rounded individuals who will contribute positively to society. Students will look back and see the difference being at Jamaica made.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will implement the 'Fred Jones' model of classroom management thus giving students more practice with inner-directed behavior.
- ü Teachers will emphasize character education on a daily basis in every classroom. Students will be recognized for good behavior and demonstration of the rubrics for the chosen character traits. A 'tolerance' or anti-bullying program will be added.
- ü Teachers will design common lesson plans and assessments which will target the standards. They will work specifically to track students who have not made one year's growth in order to help these students to improve achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 492
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- Ü Six Trait Writing
- Ü Special Education/Inclusion
- Ü Daily Oral Language
- Ü Saxon Math
- Ü Accelerated Reader
- Ü Accelerated Math
- Ü Intensive Phonics
- Ü DIBELS/AZREADS

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/18/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

Jamaica Elementary is responsible for providing a safe, pleasant, and caring environment for students; soliciting parent input; offering parent meetings/functions; good communication with parents; and respect for cultural differences of families.

Parents

Parents know rules of the school; encourage children to follow them; to provide support to children for homework; to communicate with the classroom teacher; to model positive attitudes toward school; to sign required forms and attend school events.

Transportation Policy

Elementary students are driven to school by parents, ride bikes, walk, or use city transit. The district does not provide buses for elementary students unless they are special needs/handicapped students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Western Welcome Unsung Hero Award to Parent Volunteer	2001
Ü Chancellor's Award for Top State Science Fair Winner	2004
Ü DARE Essay Overall Fifth Grade Winner	2003
Ü Wal-Mart's Teacher of the Year	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	522	79306	99	100	99	474	448	445	0	8	10	7	13	18	64	57	51	29	21	20
All Students (Prior Year)	86	528	75509	99	100	100	528	525	521	12	9	13	18	22	23	36	39	33	35	30	31
Female	57	271	38691	100	100	99	476	444	446	0	8	10	4	13	18	65	60	52	30	19	20
Male	42	251	40583	98	100	99	471	453	445	0	9	11	11	14	18	62	54	50	27	24	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	118	32869	NC	100	99	NC	443	429	NC	12	15	NC	19	25	NC	53	51	NC	16	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	90	393	36197	99	100	99	473	450	463	0	7	5	8	12	11	64	58	53	28	23	31
Students with Disabilities	NC	68	10321	NC	100	100	NC	372	389	NC	34	30	NC	17	27	NC	41	34	NC	8	9
Students without Disabilities	92	454	69060	98	100	98	473	460	454	0	4	7	8	13	17	63	60	54	29	23	22
Limited English Proficient Students	--	58	15509	--	100	100	--	370	406	--	23	20	--	28	30	--	46	45	--	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	28	251	39415	90	97	96	458	444	431	0	11	15	17	16	25	70	60	50	13	13	10
Non-Economically Disadvantaged	71	271	39966	100	100	100	480	453	459	0	6	6	3	11	12	62	54	52	35	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	524	79395	99	0	99	467	452	446	2	5	9	13	18	25	70	66	55	14	11	11
All Students (Prior Year)	86	527	75492	99	100	100	521	524	519	7	5	12	13	15	16	54	54	47	26	26	24
Female	57	272	38743	100	0	100	478	455	451	0	4	7	9	14	24	70	68	57	22	14	12
Male	42	252	40618	98	0	99	453	449	440	5	6	11	19	22	27	70	64	53	5	8	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	118	32915	NC	0	99	NC	442	426	NC	9	15	NC	24	35	NC	63	47	NC	4	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	90	395	36221	99	0	99	465	454	465	3	4	4	15	16	15	68	67	63	15	13	17
Students with Disabilities	NC	70	10331	NC	0	100	NC	377	388	NC	21	25	NC	36	37	NC	36	34	NC	7	4
Students without Disabilities	92	454	69139	98	0	99	468	464	454	1	3	7	14	15	24	69	71	58	15	12	11
Limited English Proficient Students	--	58	15545	--	0	100	--	368	399	--	23	21	--	32	42	--	44	35	--	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	28	251	39484	90	0	96	449	450	429	4	6	14	26	22	35	65	68	47	4	4	4
Non-Economically Disadvantaged	71	273	39986	100	0	100	473	454	461	2	5	4	8	14	16	72	64	63	18	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	523	78869	99	100	99	452	433	442	1	6	6	24	24	21	66	64	63	8	6	10
All Students (Prior Year)	86	525	75053	99	99	99	634	600	597	4	3	7	10	8	12	76	83	72	11	6	9
Female	57	272	38536	100	100	99	474	444	458	0	4	4	11	16	15	74	70	67	15	9	14
Male	42	251	40302	98	100	99	425	421	428	3	7	8	41	32	26	57	58	60	0	4	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	118	32606	NC	100	98	NC	427	426	NC	6	8	NC	28	27	NC	61	60	NC	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	90	394	36078	99	100	99	453	434	459	1	6	4	23	22	16	67	65	66	9	7	14
Students with Disabilities	NC	70	10246	NC	100	100	NC	348	367	NC	16	18	NC	56	39	NC	26	40	NC	2	4
Students without Disabilities	92	453	68697	98	100	98	455	446	454	1	4	4	22	19	18	68	70	67	9	7	11
Limited English Proficient Students	--	58	15339	--	100	100	--	357	399	--	16	11	--	35	31	--	46	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	28	250	39106	90	96	95	439	429	427	0	5	8	39	31	28	61	60	59	0	4	5
Non-Economically Disadvantaged	71	273	39837	100	100	100	458	436	457	2	6	4	18	17	14	68	68	67	12	9	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	538	78906	100	100	99	509	506	498	1	5	13	18	15	19	62	63	48	18	17	20
All Students (Prior Year)	90	547	76019	99	99	100	504	508	499	8	7	14	39	37	39	13	18	14	39	38	33
Female	38	251	38644	100	100	99	506	506	500	3	5	12	22	15	19	63	65	49	13	15	19
Male	48	287	40236	100	100	99	512	506	497	0	5	15	16	15	19	62	62	46	22	19	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	10	113	31938	100	100	99	483	490	481	10	10	19	20	22	25	70	63	46	0	5	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	72	404	36483	100	100	99	512	510	517	0	3	7	17	13	13	64	64	51	19	20	30
Students with Disabilities	19	68	10664	100	100	100	472	450	430	6	18	42	39	32	27	56	45	26	0	5	5
Students without Disabilities	67	470	68310	99	100	98	521	514	509	0	3	9	12	12	18	64	66	51	24	19	22
Limited English Proficient Students	NC	29	12573	NC	100	100	NC	412	454	NC	25	27	NC	39	30	NC	32	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	25	244	38679	93	97	96	501	499	483	0	6	20	18	20	25	73	65	45	9	9	10
Non-Economically Disadvantaged	61	294	40295	100	100	100	513	512	513	2	4	7	18	10	13	58	62	50	22	24	30

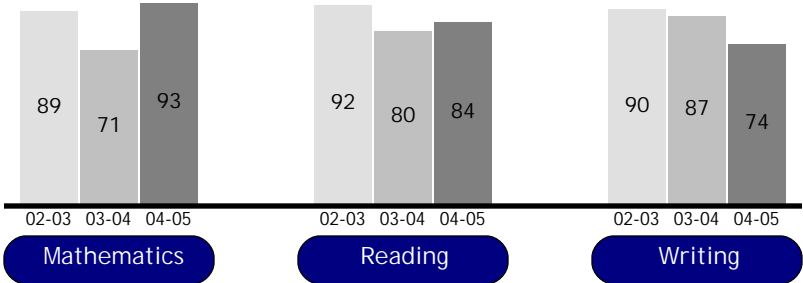
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	538	78908	100	0	99	505	499	484	0	4	10	16	16	23	73	71	58	12	10	9
All Students (Prior Year)	90	547	76020	99	99	100	508	509	503	16	14	25	26	22	23	47	50	40	11	14	12
Female	38	251	38648	100	0	99	499	503	489	0	3	8	19	13	22	75	75	61	6	10	10
Male	48	287	40233	100	0	99	509	495	479	0	4	12	13	18	25	71	69	55	16	9	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	10	113	31940	100	0	99	490	484	465	0	9	16	30	22	32	70	67	49	0	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	72	404	36502	100	0	99	505	503	502	0	2	4	14	13	14	75	73	67	11	11	15
Students with Disabilities	19	68	10665	100	0	100	478	447	423	0	11	30	28	34	36	72	50	31	0	5	2
Students without Disabilities	67	470	68312	99	0	98	513	507	493	0	2	7	12	13	21	73	75	62	15	10	10
Limited English Proficient Students	NC	29	12556	NC	0	100	NC	404	436	NC	25	24	NC	39	40	NC	32	35	NC	4	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	25	244	38662	93	0	96	502	491	468	0	6	16	9	18	32	82	72	49	9	4	3
Non-Economically Disadvantaged	61	294	40315	100	0	100	506	506	498	0	2	5	18	13	15	69	71	66	13	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	537	78750	100	100	99	491	505	500	6	3	6	35	27	29	57	70	63	1	1	2
All Students (Prior Year)	90	545	75673	99	99	100	536	542	530	15	8	12	33	25	25	47	64	58	6	4	4
Female	38	250	38586	100	100	99	505	518	515	6	2	4	22	18	22	72	80	71	0	0	3
Male	48	287	40135	100	100	99	482	494	486	7	4	8	44	34	35	47	61	56	2	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	10	112	31841	100	100	99	473	500	483	10	4	8	60	32	36	30	63	55	0	1	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	72	404	36440	100	100	99	493	507	516	6	2	3	31	25	22	61	71	71	2	1	4
Students with Disabilities	19	67	10622	100	100	100	452	440	415	17	10	21	56	55	50	28	34	28	0	2	1
Students without Disabilities	67	470	68196	99	100	98	503	515	513	3	2	3	29	22	25	66	75	69	2	1	3
Limited English Proficient Students	NC	28	12504	NC	100	100	NC	407	451	NC	7	12	NC	61	44	NC	29	43	NC	4	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	25	243	38558	93	97	96	484	502	485	9	4	8	36	31	37	50	65	54	5	0	1
Non-Economically Disadvantaged	61	294	40260	100	100	100	494	508	514	5	2	3	35	23	21	60	73	72	0	2	4

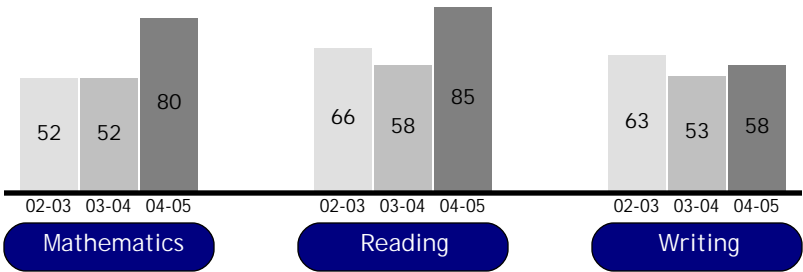
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	66	74	68	50	100	72	NA	58	100	60	56	47
	Language	100	67	62	43	100	77	63	50	100	64	58	47
	Mathematics	99	77	74	57	100	80	73	64	100	61	56	50
3	Reading	97	71	59	47	98	64	NA	55	99	59	51	44
	Language	99	77	69	54	98	71	71	61	99	65	52	44
	Mathematics	100	76	66	54	98	68	69	61	99	62	55	51
4	Reading	99	71	69	52	100	72	NA	56	99	63	56	48
	Language	100	69	67	48	100	72	65	52	99	67	59	49
	Mathematics	100	73	73	57	100	77	71	61	99	67	62	53
5	Reading	96	59	62	50	99	66	NA	55	100	59	58	50
	Language	100	56	60	46	99	63	63	49	100	63	59	50
	Mathematics	100	69	69	57	99	65	72	63	100	57	57	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Jamaica Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Assist in Goal Setting
- Ü Assist in Long-range Planning
- Ü Assess Physical Needs of School
- Ü Assist in Developing Partnerships
- Ü School Improvement/School Climate
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	12	2	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Big Brothers Big Sisters Site Based Prog
- Ü Crocodile Reading Club
- Ü Homework Club
- Ü After School Tutoring

Social Services

- Ü Parks & Recreation Programs
- Ü Interagency
- Ü Havasu For Youth Programs
- Ü Hospice of Havasu
- Ü LHC Abuse Prevention Council
- Ü Child Protective Services
- Ü Lake Havasu Police Department

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Ü Jamaica successfully implemented and piloted for the district an anti-bullying curriculum at each grade level. A new peer mediation program was also put into effect.
- Ü Jamaica finished a comprehensive written technology plan for the entire school with specific grade level performance objectives, implementation guidelines, and assessments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Character Education; DARE, GREAT, Second Step Anti-Bullying Program, Peer Mediation; other police and fire safety programs, common schoolwide rules, school spirit and sense of pride; positive climate in a structured and safe learning environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lenora Stevens	(928) 854-8660
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Gail Malay or Barb Goodwin	(928) 855-2737
School Nutrition Programs	Lisa Hernandez	(928) 854-8660
Parent Organization	Stephanie Gandy	(928) 854-8660
Student Health/Nurse	Lynn Burns	(928) 854-8660

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.